



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE DREAMYARD PREPARATORY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X329

PRINCIPAL: ROD BOWEN EMAIL: RBOWEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: DONALD CONYERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|--------------|--|-----------|
| Rod Bowen | *Principal or Designee | |
| Ryan Moore | *UFT Chapter Leader or Designee | |
| | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| Jason Duchin | CBO Representative, if applicable | |
| | Member/ | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will deepen and improve math instruction to ensure an increase in math achievement while preparing our students for college level math.

- 65% of our students who sit for the Integrated Algebra Regents in June will pass with a 65 or higher.
- 80% of our students will engage in two common core aligned math assessments this year. All students who take both the diagnostic and the summative tasks will show at minimum a two point increase in their overall common rubric score.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We had a 50.32% pass rate on the Integrated Algebra Regents during the 2010-2011 school year (including the August Regents)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The Math Department will attend monthly PD sessions sponsored by our network where effective instructional strategies will be introduced. A Math content specialist, provided by the network will conduct these PDs.

Student use of math vocabulary, both written and verbalized will be a consistent expectation within all math classes.

Students will be held accountable for their mathematic processes by being asked to verbally explain them to their peers.

Regents aligned items will be embedded into both formal and informal assessments. This includes but is not limited to quarterly interim assessments, unit tests and weekly quizzes

We will continue to utilize teacher developed, NYS Regents aligned inter-assessments quarterly to both build test taking stamina and formally cultivate formative data that will be used to inform shifts and prioritization within instruction

Using the common core standards for Reasoning with Equations and Inequalities (for Integrated Algebra) and Congruence (for Geometry) our math department will design performance based assessments that will be administered once in February as a diagnostic and again in May as a summative.

There will be an ESL dominant Integrated Algebra section that will be supported (co-taught) by an ESL teacher.

Members of the Math Department will meet weekly to look at student work, discuss unit and lesson plans, design Regents aligned Interim Assessments, analyze data, and align practices within the department.

The Math coach and the principal will observe classes each week to provide feedback to Math teachers

All students who in their second year of Integrated Algebra will sit for a full length mock Regents in January. The data collected from this mock exam will inform instruction for the second semester to push students toward a high Regents pass rate in June.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will hold two curriculum nights, one in each semester

We have acquired datacacion with the intention of providing parents with online access to information regarding their student's assignment completion, attendance and credit accumulation

We will provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

A part time Math coach has been acquired to provide content specific support to the entire math department

An F-Status Instructional coach provides mandated mentorship to new teachers

Weekly Department meetings are intended, in part, for collegial support in pushing best practices

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF funds are being used for the salary of a fulltime SPED teacher whose program includes CTT instruction in Integrated Algebra

FSF funds are being used for the salary of a fulltime ESL teacher whose program includes co-teaching in and ELL's dominant Integrated Algebra section

Contract for Excellence funds are being used for per session positions focused on after school and Saturday supplemental instruction

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will increase our Global and US History Regents pass rates.

- 50% of our students who sit for the Global History Regents in June will pass with a 65 or higher.
- 55% of our students who sit for the Global History Regents in June will pass with a 65 or higher.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We had a 32.89 Global Regents pass rate during the 2010-2011 school year (including the August Regents)

We had a 43.24 US History Regents pass rate during the 2010-2011 school year (including the August Regents)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The History Department will increase the amount of reading for content in all courses. The strategies include: consistently modeling and giving students feedback on annotation, implementing Pre-reading activities that provide context for the passage and using post-reading strategies that provide opportunities for students to reflect on content.

The History Department will increase the amount of writing in all courses. The strategies include: A culminating assessment in every unit that is aligned to either the thematic essay or the DBQ on the Regents, written exit tickets in response to the daily guided question, lessons where students give one another feedback on the quality of their essays.

The History Department will ask a rigorous guided question that asks students to formulate and opinion on the content provided in the lesson. Students will be asked to support that opinion by using evidence from content provided within the lesson.

The History Department will give students opportunities to argue about content. In all courses, students will engage in 2 formal discussions as a whole class per week. On a daily basis, students will be asked to respond to opinions of their peers using the prompts of "I agree" or "I disagree" because..... All discussions will be rooted in Regents aligned content.

Because our ELA pass rates are high, we have designed Global History Writing and US History Writing courses that are taught by our ELA teachers. The focus of these courses is to give students additional support on writing the DBQ and the Thematic Essay. History teachers and ELA teachers meet weekly to discuss the progress of students, analyze student work and share best practices.

The History Department will collaborate with BCA, a school in our building with high Global pass rates, to adopt successful strategies. This collaboration includes: inter visitation, looking at student work, and sharing of unit plans between the two schools.

The History Department will attend a monthly PD sponsored by our network where effective instructional strategies will be introduced. A History coach, provided by the network will conduct these PDs.

An ESL teacher will push in or pull out ESL students in an ELL dominated section of Global 1, Global 2, and US History

Members of the History Department will meet weekly to look at student work, discuss unit and lesson plans, design Regents aligned Interim Assessments, analyze data, and align practices within the department.

The History coach and the AP will co-observe classes each week to provide feedback to History teachers on the effectiveness of implementing the instructional focus of the History Department.

All Global students that will sit for the Regents in June will sit for a mock Regents in January. The data collected from this mock exam will inform instruction for the second semester to push students toward a high Regents pass rate in June.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will hold two curriculum nights, one in each semester

We have acquired datacacion with the intention of providing parents with online access to information regarding their student's assignment completion, attendance and credit accumulation

We will provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We recently hired a new History teacher. All candidates interviewed were asked to do a 45 minute demo lesson.

The new/untentured teacher in the department is mentored by a retired f-status pedagogue

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF funds are being used for the salary of a fulltime SPED teacher whose program includes self contained instruction in Global History

FSF funds are being used for the salary of a fulltime SPED teacher whose program includes self contained instruction in US History

FSF funds are being used for the salary of a fulltime dual certified ESL/Spanish whose program includes a stand alone ELL dominant Global section

Contract for Excellence funds are being used for per session positions focused on after school supplemental instruction

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will improve our promotion rate by ensuring that students earn a minimum of 10 credits this year (6 of those credits will be 2 ELA, 2 Social Studies and 2 either Math or Science)

- 70% of students will earn 10 or more credits in their 1st year
- 70% of students will earn 10 or more credits in their 2nd year
- 50% of students will earn 10 or more credits in their 3rd year

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on our 2010-2011 Progress Report:

- 72.5% of students Earned 10 or more credits in their 1st year
- 40.4% of students Earned 10 or more credits in their 2nd year
- 55% of students Earned 10 or more credits in their 3rd year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

All grades will have Student Intervention Teams (SITs) consisting of teachers who primarily instruct that grade. The sole function of this team is to collaborate on ensuring that as many students get promoted as possible.

SITs meet weekly to: strategize incentives, interventions and best practices that will be implemented grade wide. They also analyze data related to students' status in being on track to graduate on time.

When appropriate, Student Support Staff (Guidance, Social Worker, College Advisor) will be included in these meetings.

Dacation will be used consistently by SIT teams to generate reports on student progress toward graduation

SIT's will identify target populations of students for outreach and interventions at the beginning of the year and track them each marking period

Targeted students will be enrolled in the appropriate combination of credit recovery, PM School, and/or small group instruction programming.

In both the winter and spring, ESL students will receive ELA Regents prep tailored to their language challenges

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will hold two curriculum nights, one in each semester

We have acquired datacation with the intention of providing parents with online access to information regarding their student's assignment completion, attendance and credit accumulation

We will provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Weekly SIT meetings are programmed into teacher's schedules

Contract for Excellence funds are being used for per session positions focused on after school and Saturday supplemental instruction

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | 35 | 16 | 23 | 20 | 63 | 0 | 21 | 0 |
| 10 | 0 | 28 | 0 | 0 | 65 | 0 | 10 | 1 |
| 11 | 0 | 22 | 8 | 25 | 13 | 0 | 7 | 0 |
| 12 | 5 | 14 | 2 | 26 | 56 | 0 | 0 | 0 |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|---|--|
| ELA | Skills based Small Group instruction for targeted students during lunch Small group weekly Regents Prep instruction after school PM School from 3:30-5:30 twice per week Credit Recovery courses (lower grades) after school Credit Recovery Independent Study (upper grades) |
| Mathematics | Skills based Small Group instruction for targeted students during lunch Small group weekly Regents Prep instruction on Saturdays PM School from 3:30-5:30 twice per week Credit Recovery courses (lower grades) after school Credit Recovery Independent Study (upper grades) |
| Science | Skills based Small Group instruction for targeted students during lunch Small group weekly Regents Prep instruction after school PM School from 3:30-5:30 twice per week Credit Recovery courses (lower grades) after school Credit Recovery Independent Study (upper grades) |
| Social Studies | Skills based Small Group instruction for targeted students during lunch Small group weekly Regents Prep instruction after school PM School from 3:30-5:30 twice per week Credit Recovery courses (lower grades) after school Credit Recovery Independent Study (upper grades) |
| At-risk Services provided by the Guidance Counselor | Parent conferences are immediately requested upon grades per marking period and semesterly based from academic data and teacher feedback. Planning interviews are scheduled to assess credits via diploma requirement worksheets and outline an academic plan to assist students to get back on track or exploration of alternative educational options. |
| At-risk Services provided by the School Psychologist | |

| | |
|---|---|
| At-risk Services provided by the Social Worker | Provides counseling (individual & group) and related services to mandated students. Referrals to outside agencies such as The Family Assistance Program to provide additional support services to students and families based on needs. |
| At-risk Health-related Services | |

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. The DreamYard Preparatory School supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Association, School Leadership Team, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies. Our school will support parents and families of Title I students by:

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- acquire data/cation with the intention of providing parents with online access to information regarding their student's assignment completion, attendance and credit accumulation
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09x329

School Name: The DreamYard Preparatory School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 **Improvement Year 2** Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused **Comprehensive**

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - We had a 50% of our graduating cohort have passed a NYS Math Regents

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - The Math Department will attend monthly PD sessions sponsored by our network where effective instructional strategies will be introduced. A Math content specialist, provided by the network will conduct these PDs.
 - Student use of math vocabulary, both written and verbalized will be a consistent expectation within all math classes.
 - Students will be held accountable for their mathematic processes by being asked to verbally explain them to their peers.
 - Regents aligned items will be embedded into both formal and informal assessments. This includes but is not limited to quarterly interim assessments, unit tests and weekly quizzes
 - We will continue to utilize teacher developed, NYS Regents aligned inter-assessments quarterly to both build test taking stamina and formally cultivate formative data that will be used to inform shifts and prioritization within instruction
 - Using the common core standards for Reasoning with Equations and Inequalities (for Integrated Algebra) and Congruence (for Geometry) our math department will design performance based assessments that will be administered once in February as a diagnostic and again in May as a summative.
 - There will be an ESL dominant Integrated Algebra section that will be supported (co-taught) by an ESL teacher.
 - Members of the Math Department will meet weekly to look at student work, discuss unit and lesson plans, design Regents aligned Interim Assessments, analyze data, and align practices within the department.
 - The Math coach and the principal will observe classes each week to provide feedback to Math teachers

- All students who in their second year of Integrated Algebra will sit for a full length mock Regents in January. The data collected from this mock exam will inform instruction for the second semester to push students toward a high Regents pass rate in June.
 - Supplemental math software will be acquired and downloaded to dedicated school laptops.
 - After school and Saturday programming will be in place as of the first of the year to provide ongoing small group tutoring and Regents prep
-

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - Our CBO Partner, DreamYard will provide arts integration unit design workshops (Visual Arts and Math)
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - The Math coach and the principal will observe classes each week to provide feedback to Math teachers
 - An F-status mentor supports the one new teacher in the math department on general pedagogical skills
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - A form letter will be sent out in English and in Spanish

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|-------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader Chris Groll/Michael Alcoff | District 9 | Borough Bronx | School Number 329 |
| School Name The DreamYard Preparatory School | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|---|--|
| Principal Mr. Rod Bowen | Assistant Principal Ms. Alicia Wargo |
| Coach Pablo Schelino (CFN Liaison) | Coach type here |
| ESL Teacher Ms. Johanna Marte | Guidance Counselor Ms. Vazquez/Mrs. Perkinson |
| Teacher/Subject Area Ms. Idanessa Then | Parent Ms. K. Liranzo |
| Teacher/Subject Area type here | Parent Coordinator N/A |
| Related Service Provider Ms. J. Taylor | Other type here |
| Network Leader Mr. Michael Alcoff | Other type here |

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|--|----------|--|----------|--|-----------|
| Number of certified ESL teachers | 2 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 2 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 18 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 1 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | 355 | Total Number of ELLs | 76 | ELLs as share of total student population (%) | 21.41% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The steps followed for the initial identification of those who may be possible English Language Learners will proceed. The pupil accounting secretary makes certain that parent/guardian and child are given all the pertinent documents necessary for matriculation. If the pupil accounting secretary realizes the parent speaks a language other than English, the ESL teacher then conducts a short interview with parent to explain the importance of the Home Language Identification Survey (HLIS), and that based on the answers to the questions on the HLIS, their child may be eligible to take the Language Assessment Battery-Revised (LAB-r). The ESL teacher explains that the LAB-r assesses English language proficiency for the child's grade level/span and will determine if their child is eligible for language services. If the LAB-r determines that the child is eligible for services, and if the HLIS assesses that their Home Language is Spanish, the student will also be administered the Language Assessment Battery, or LAB, to determine dominant language and literacy skills in the second language (if the second language is Spanish). The ESL teacher also explains the three major types of language programs offered by the New York City Department of Education. They are the Transitional Bilingual, Dual Language and English as a Second Language. Parents are invited to view the video distributed by the Office of English Language Learners detailing the 3 language programs. If a parent(s) expresses that they do not have time to watch the video, then the ESL Teacher verbally explains the percentage of native language versus English spoken in each program. The ESL Teacher also answers any questions the parents may have regarding the programs and schedules for another date and time for them to visit again to watch the video. The ESL Teacher does not state blankly the type or program offered at DY Prep. She describes without bias each language highlighting the benefits of each program. The ESL Teacher also stresses that based on their program selection, in combination with the required number of students that speak the same language in one grade (ie. 20 students in the 9th grade that speak Spanish), we are required as per the ASPIRA Consent Decree to establish the language program choice. The ESL Teacher then invites parents to choose the program they think is the best for their child(ren) language/academic needs. The ESL teacher informs the parent(s) that if the child qualifies for language services, the services are valid for one entire academic year, and that their child's English language proficiency is reassessed by the New York State English as a Second Language Achievement Test (NYSESLAT), which will determine if the child is still eligible for language services in the next academic year. The parent is invited to an information session, or Parent Orientation (if parent expresses they do not have the time on the day of matriculation) where they receive more in depth information regarding the NYC Department of Education language program options and have the opportunity to ask questions about the instruction at DY Prep and the language program options available within the NYC DOE (TBE, Dual Language, ESL). The Parent Orientation happens within 10 days of student enrollment. If the ESL Teacher is unavailable during the take-in interview, a pedagogue, or Spanish language teacher might conduct the initial interview; however, the Parent Orientation, is always conducted by the ESL Teacher and at least one administrator.

The New York State English as a Second Language Achievement Test (NYSESLAT) is an assessment taken by all English Language Learners in the spring. To prepare for this assessment, the ESL teacher and the Assistant Principal prepare a testing schedule for students. All staff are informed of the upcoming assessment through multiple sources: The Word in the Yard: DY Prep's monthly newsletter, email: all staff have laptops and working email addresses, hard copies of names of ELLs at each grade level, and if they will miss a regularly scheduled class to complete the assessment. The results from this assessment are then used to program ELLs into an appropriately leveled ESL class for their English proficiency. For example, if an ELL places at the Beginner and/or Intermediate

Level(s) classes they are scheduled for explicit ESL instruction within a free-standing ESL class (functions as their English class). ELLs are also programmed for content area classes where there is an ESL instructor team teaching/pushing-in with the content area specialist. Team-teaching/push-in classes are available in the following content areas: Science, Global History, and 12th Grade English.

2. Parents or guardians of our ELLs are informed of the three language program choices through several mediums. One of these mediums is the Parent Orientation held within the first 10 days of the beginning of the school year. Our Parent Orientation always opens with a few words from administration. They describe DY Prep's mission and vision, including several key points to ensure their child's academic success such as solid attendance. After the administrator's address to parents, the ESL Teacher, a guidance counselor or college advisor and the Spanish Language Teacher discuss the language program options within the New York City Department of Education. They are encouraged to select a program option that they feel will best support their child's academic progress and level of English language proficiency regardless of whether they are aware of the program options currently available at the school. They are reminded of the ASPIRA Consent Decree during their selection process. They are also informed that if a school does not meet the eligibility requirements to open a program they've selected their child has the right to hold a seat within our school until a suitable program is found by the District office. They are also informed that if they do not select a program selection the default language program for their child is a Transitional Bilingual Program (highlighted earlier in the video).

Parents who did not have an opportunity to view Chancellor Klein's video explaining the three program choices during initial matriculation have the opportunity to watch the orientation video where all three language options are explained: TBE 60% Native Language, 40% English, Dual Language: 50% Native Language, 50% English, ESL: 100% English (with native language support). The ESL instructor then explains how to correctly fill out the Parent Selection form, that is, 1 is for most desired and 3 for least desired. In no way does any pedagogue or administrator influence parents to select the language option currently offered at the school.

If parents are unable to attend the Parent Orientation, we will dispense the same information during parent teacher conferences in late October. Before this, we make a list of all ELL parents and send letters home inviting them to come meet with the ESL teacher, or to set up a phone appointment so that she can explain the options and services available to their child as they are now identified as English Language Learners.

3. The DreamYard Preparatory School ensures that parents of all ELLs receive entitlement or non-entitlement letters according to the child's performance on the NYSESLAT. If the child has not tested Proficient, parents are mailed entitlement letters. The ESL teacher uses the default letter provided in the LAP Tool Kit (in English and in the Home Language indicated on the HLIS), gives to principal to sign off, copies are made, and then they are mailed home, or given to the student in school to take home. The entitlement letter is mailed home with an accompanying letter outlining the steps they must take to return the letter. Parents are instructed to return the letter themselves if possible, return the letter with the student, or if it is more convenient, mail back the letter to DY Prep. When possible we call parents as a friendly reminder to return the letter. If the parent claims to not have received the letter than we send another one with his/her child with the instruction to return the letter with his/her child the following day.

The Home Language Identification Survey is re distributed to parents of newly matriculated ELLs during Parent Teacher Conferences, if for any reason, we do not have on file. For the most part, the HLIS form is distributed and completed on school premises during matriculation.

4. The DreamYard Preparatory school uses several criteria to place ELLs in an appropriate instructional setting for optimal English language instruction. When a student is newly arrived to the NYC DOE we determine if they are eligible to take the LAB-r and/or NYSESLAT. The level of proficiency from the LAB-r is used to allocate the mandated minutes of instruction according to the NYSESLAT scores. The ESL teacher and the Assistant Principal look at NYSESLAT scores to determine mandated minutes. For example, if the student places at the Beginner Level, he/she requires 540 minutes of ESL instruction, Intermediate level requires 360 minutes of ESL instruction/instruction with ESL methodologies, and Advanced Level requires 180 minutes of instruction. Our ELLs are programmed into freestanding ESL classes, and/or, content area classes where an ESL instructor pushes-in (team teaches). This year 12th grade ELA also has an ESL instructor where ESL methodologies are incorporated within 12th grade ELA content for content accessibility. All ELLs are given letters for parent signature to permit them to stay for after school tutoring sessions. In addition to looking at LAB-r and NYSESLAT results, the ESL teacher and the guidance counselors also looks at credits earned and graduation requirements to ensure that ELLs are taking the necessary classes for their grade level and are on the right path toward fulfilling graduation requirements. ESL teachers also look at their performance in content areas to determine if any additional supports are needed (i.e., counseling, attendance counseling, other learning issues to consider, instructional materials for

This school serves the following grades (includes ELLs and EPs)
Check all that apply

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9*
- 10*
- 11*
- 12

support, etc). We inform parents of our instructional model: freestanding, push-in/team teach, and tutoring sessions during the Parent/Teacher conferences, or individually scheduled appointments. We also inform parents of the benefits of our being an art school because our ELLs have the opportunity to engage in arts integration courses such as Theatre and Visual Art that align themselves with the material in their content area classes. This has proven to be a successful instructional opportunity for our ELLs language development and content accessibility.

5 After reviewing the Parent Selection Forms and the HLIS, the trend in program selection for our parents has been in large part the ESL option. Last year we had approximately 60 ELLs. Of this 60, all but 10% opted for a Dual Language or TBE program. Of the 10%, about 30% opted for TBE, with the remaining number of parents opting for a Dual Language Program. There is little to no information regarding Parent Selection Forms for 2008. Consequently, there is little evidence to show what option Parents mostly selected. The year before that one (3 years), DreamYard Prep had approximately 25 ELLs with the overwhelming majority of parents opting ESL as their first choice, Dual Language as a second choice, TBE as a their third choice. Many of our ELLs are coming directly from Middle School and their parents made the choice when they first entered the NYC DOE. This year, for our newly matriculated students

6. The program model offered at DreamYard Preparatory are in large part aligned with parent requests. During the Parent Orientation and other parent conferences, parents of ELLs are thoroughly informed of their program options, and what each language program entails. A majority of parents who have opted for a Dual Language or TBE program have found it difficult to find placement through the Office of Student Placement in a TBE or Dual Language Program (at the high school level). They have found it difficult within the district and outside of the district as well. Some parents return saying they'd prefer their child stay in our school program because their child doesn't know how to travel far distances, or are already comfortable with the school setting at DreamYard Prep. A consideration for many parents is that their child has recently arrived from another country, and they feel apprehensive about sending their son or daughter far distances to get to school every day.

At this point, many parents have expressed, stating that their child was in such a program during their elementary school years or during middle school and found that their child's English proficiency had not advanced. In these cases, they enthusiastically select ESL. For our Beginner population-those students who just entered the country-other issues are of concern. For example, many of these students may also be SIFE, which requires native language development, but we do not offer a bilingual program. To this end, we have discussed the option of opening a bilingual program when our numbers reflect this need. However, we do not have the resources to do this at once. In any case, the majority of parents opt for ESL, not TBE.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | 3 | 3 | 3 | 2 | 11 |
| Push-In | | | | | | | | | | 3 | 4 | 1 | 1 | 9 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 4 | 3 | 20 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 76 | Newcomers (ELLs receiving service 0-3 years) | 39 | Special Education | 21 |
| SIFE | 8 | ELLs receiving service 4-6 years | 17 | Long-Term (completed 6 years) | 19 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 39 | 1 | 6 | 17 | 6 | 5 | 20 | 1 | 8 | 76 |
| Total | 39 | 1 | 6 | 17 | 6 | 5 | 20 | 1 | 8 | 76 |

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |
| African-American: ____ | Asian: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |
| | Hispanic/Latino: ____ |
| | Other: ____ |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|
| Spanish | | | | | | | | | | 21 | 26 | 12 | 9 | 68 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | 3 | | | | 3 |
| French | | | | | | | | | | 1 | 2 | 0 | 1 | 4 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | 1 | 1 |
| TOTAL | 0 | 25 | 28 | 12 | 11 | 76 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

Instruction for ELLs is delivered in varying structures. ELLs receive instruction through Co-Teaching Models (Push-In), and through Self-Contained or Free Standing Models that incorporate ESL methodologies and collaborative models/cooperative learning to support students' zones of proximal development. In the 9th grade (and students who need Living Environment credit and/or a Regents

A. Programming and Scheduling Information

examinations), ELLs receive instruction within a Co-Teaching (Push-In) Model. The content area specialist and an ESL certified teacher teach the class together 5x/weekly. Within this model, support days are planned into curriculum for collaborative learning and further differentiation. Consequently, we have stretched the curriculum to two years, in this way ELLs have support days where both teachers are able to reinforce content through differentiated instruction. ELL students in Global History 1 & 2 are also delivered instruction within a Co-Teaching Model that includes a content area specialist and a partially certified ESL teacher (in process of procuring her license), reinforced by small group instruction (Pull-Out) 2x/weekly. ELL students in Global History 3 & 4 receive instruction with content area specialist and partially certified teacher 5x/weekly. Beginner Level ELLs receive explicit ESL instruction 5x/weekly through a Self Contained/Free-Standing Model with ESL certified teacher. This year Beginner Level ELLs have been scheduled for a 145-minutes of English instruction. The first period is a forty-five minute Listening Lab (Rosetta Stone), followed by ninety minute literacy block. Intermediate Level ELLs receive explicit ESL instruction 5x/weekly with ESL certified teacher. Advanced Level ELLs receive explicit ESL instruction 3x/weekly with ESL certified teacher. This year we have implemented a new ELL class. This is an Advanced Level class for High Intermediate Advanced Level ELLs. This class meets 5x weekly. In addition to their ESL classes, ELLs are also programmed for writing classes. These writing classes are targeted at supporting ELLs development of their thematic and document based essays in Global History and US History. The eleventh and twelfth grade teachers support the History Department and ELL Department in this endeavor.

b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

The program model has some block scheduling features, as well as, Ungraded, Heterogeneous and Homogeneous features. For example, the ESL Beginner Level Self-Contained class is in large part homogeneous in regards to level, but it is also Ungraded as we have matriculated 10th and 11th grade newcomers who are at the Beginner Level in this class. Although the majority of Beginners in this class are in the 9th grade, the English Proficiency level of those in 10th/11th necessitate their enlistment in this class. The Intermediate Level Self-Contained ESL class consists largely of same Grade Level, and is also Heterogeneous in that although many are within the Intermediate Level, they are at a different range within this Level, but also different ranges regarding modalities. In other words, one student may be Intermediate Reading/Writing, and Proficient Listening/Speaking, while another student may be Advanced Reading/Writing and Intermediate Listening/Speaking. In short, they are at mixed proficiency levels. The Co-Teaching classes (Push-In), are heterogenous and ungraded (minimally ungraded). The Advanced Level ESL class is largely heterogenous and ungraded, and is, in large part, made up of juniors and seniors. This class is in addition to their regular ELA class as many of them have the English proficiency to perform in a mainstream ELA classroom.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154?

In the ESL Self-Contained/Free Standing classes explicit ESL instruction is delivered through the development of phonemic awareness (initial, medial, final) for decoding. Students also receive instruction with word families and work on conjugation of verbs (determined by level). Vocabulary building through the use of differentiated graphic organizers is practiced daily. Students also keep and write in their journals with a set of journal prompts. They choose which prompt to respond to and free write for five-ten minutes as a Do Now, or if they have finished with their independent or group work early, they can choose to write in their journals and free write. Students also work with rubrics for collaborative evaluations when doing oral and visual presentations. Exercises in role plays, interviews and dialogue writing are also interwoven in ESL Self-Contained classes. Games such as charades and BINGO (topic depends on what students are working on) are also incorporated. Native language instruction is offered orally and in print when explaining tasks and during modeling

A. Programming and Scheduling Information

(as needed).

Within our co-teaching models, ELL students work collaboratively to design experiments and work with Regents based problems. Co-teachers work to provide explicit vocabulary instruction in L1 and in L2. Students are provided with translated versions of Powerpoint presentations and weekly packets. NLA is also delivered at the opening of class by the ESL teachers when they work to clarify any points of the daily objectives, and during the mini lesson for clarification, and they return to NLA to close the class by returning to the day's Guided Question. Alternative language (Spanish) Interim Assessment are also provided for students.

ELL students who are encountering difficulties within the content areas also have the opportunity to be part of small group instruction for targeted intervention in all content areas.

ELLs are scheduled for both Co-Teaching(Push-In) and Self-Contained classes which allows Beginner Levels to receive 540 minutes of ESL instruction, in some cases, ELLs receive more than the mandated number of minutes according to their proficiency level. The addition of the Advanced Level class also provides additional ESL instructional time ensuring that all ELLs receive their mandated number of minutes of more in some cases.

3. Describe how the content areas are delivered in each program model. Please specify language, the instructional approaches and methods used to make content comprehensible to enrich language development.

All ELLs are supported in the content areas. Beginner Level ELLs are supported more than Advanced Level ELLs as they require more support insofar as language development and content accessibility are concerned. Scheduling is designed in order to offer optimal level of services to all student populations. For the ELLs, we have designed a cohort at every grade level. In other words, there's a ninth grade ELL cohort, a tenth grade ELL cohort, an eleventh grade ELL cohort and a twelfth grade ELL cohort. The upper grade ELL cohorts are heterogenous with ELLs and non ELLs alike as our number of eleventh and twelfth grade ELLs is usually significantly less than the ninth and tenth grade ELL cohorts. The eleventh and twelfth grade cohorts are ungraded (includes only eleventh and/or twelfth graders).

Content areas in the ninth grade for the ELL cohorts are designed as Team-Teaching (Push-In) classes. Living Environment, Global History 1 & 2 and Global History 3 & 4, and Integrated Algebra are all team taught. The Living Environment ELL cohort class is taught by the content area teacher and an ESL certified teacher. The content area teacher and the ESL teacher are both present each time the class meets (5x/wk). The Global History 1 & 2 class is team taught by the content area teacher and a partially certified ESL teacher. Both the content area teacher and partially certified ESL teacher are present for all sessions of the class (5x/wk). This class meets as a double period once a week. The Global History 3 & 4 class is taught by the partially certified ESL teacher as a Pull Out Model. The partially certified ESL teacher plans with the History Department (1x/wk), and with the Global History Teachers (team teach partner and the mainstream Global History 3 & 4 teacher one time per week for each meeting. This supports the ESL Teacher in pacing and becoming familiar with the New York State Global History requirements. The Integrated Algebra ELL cohort is designed to meet with an ESL certified teacher for each session the class meets (5x/wk). All content area classes that are team taught initially support ELLs with translated materials: Powerpoint presentations, packets, and assessments. Each ELL cohort class also incorporates the use of content related word to word glossaries and English dictionaries. The ESL instructors work to incorporate language objectives and content accessibility through the use of ESL methodologies, such as collaborative instruction, use of rubrics, listening cloze activities, activating prior knowledge by making connections to ELLs' experiences, outlining and modeling steps and procedures, building background/context before reading or introduction of new material, and providing multiple opportunities for practice and repetition. Team teacher develop their own structure for team teaching based on research. In other words, team teachers review different team teaching models and apply them as they see most effective for student content and language acquisition. Most of the team teaching models incorporate a side-by-side team teaching practice.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100% | 100% |
| 75% | 75% |
| 50% | 50% |
| 25% | 25% |
| 0% | 0% |
| Native Language Usage/Support | Dual Language |
| 100% | 100% |
| 75% | 75% |
| 50% | 50% |
| 25% | 25% |
| 0% | 0% |
| Native Language Usage/Support | Freestanding ESL |
| 100% | 100% |
| 75% | 75% |
| 50% | 50% |
| 25% | 25% |
| 0% | 0% |

A. Programming and Scheduling Information

5. How do you differentiate instruction for ELL subgroups?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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Targeted intervention for ELA for Beginners (SIFE or Long-Term) include building words from word families, implementing graphic organizers to understand vocabulary (Frayer Model, VVWA graphic organizers) and build schema before reading, using materials

B. Programming and Scheduling Information--Continued

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Targeted intervention for ELA for Beginners (SIFE or Long-Term) include building words from word families, implementing graphic organizers to understand vocabulary (Frayer Model, VVWA graphic organizers) and build schema before reading, using materials such as the Milestones Reading Program (purchased last year) to build reading comprehension strategies, and listening activities from ello

Courses Taught in Languages Other than English 

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

Math:

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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Professional development plans for all ELL personnel is designed by the ESL teachers, administration and our network support person. Last year we had one professional development regarding vocabulary instruction in the content areas. The plan included teaching scenarios with a grading scale on whether the teacher effectively implemented vocabulary instruction in the lesson. How could it have been improved? Furthermore, the certified ESL teacher presented work done in collaboration with a content area teacher on how vocabulary instruction is delivered within the content area (science) and it is reintroduced throughout teaching of the content to solidify the concepts/content specific vocabulary. Different semantic webs were prepared for staff, including graphic organizers for introducing recurring concepts within the content, including graphic organizers to introduce content specific vocabulary. Our network support person for ESL instruction provided staff members with links for further activities regarding vocabulary instruction for ELLs and non-ELLs alike.

In addition, last year ESL teachers and the network ESL liaison developed formidable vocabulary instructional activities for history content. This is our starting point in developing consistent language objectives for all content areas to support ELLs. As we progress in this endeavor, we'll incorporate other literacy strategies. First year teachers in Math have meet with ESL Teacher to support content access for ELLs. This year we will in collaboration with the history department to unpack vocabulary or language objective strategies used by content area teachers and their team teacher.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ESL teachers and the network ESL liaison are developing formidable vocabulary instructional activities for all content areas. This is are starting point in developing consistent language objectives for all content areas to support ELLs. As we progress in this endeavor, we'll incorporate other literacy strategies. ESL teachers are also working with the English Department to develop a continuum of skills/strategies for ESL students at the Intermediate, Advanced, or Proficient (reading/writing) Levels that will move from Self-Contained classes to mainstream English level classes. The development of a consistent vocabulary and language objective for each content area (within each unit) will help 9th graders acquire vocabulary for content, as well, as Regents examinations. DY Prep conducts four school wide interim assessments per year. These Interim Assessments happen twice in the fall and twice in the spring. Interim Assessments last for two days (Math and Social Studies one day- 2 periods each, and Science and English on the following day-2 periods each assessment.) Interim assessments are designed to assess previous learning objectives, but are designed in Regents based format. In this way, students have exposure and experience sitting for long term examinations with Regents based design questions.

This year we are also focusing on developing discussion techniques through accountable talk. This is one of our school goals. In addition, we are also focusing on getting students to work more independently to talk or solve problems on their own. This is also another one of our school goals as per feedback from our previous SQR. In our previous SQR, we received feedback that our school does partner and group work well, and that we should focus on developing students' abilities to work more independently.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Last year we have had one professional development regarding vocabulary instruction in the content areas, specifically, science. The plan included teaching scenarios with a grading scale on whether the teacher effectively implemented vocabulary instruction in the lesson. How could it have been improved? Furthermore, the certified ESL teacher presented work done in collaboration with a content area

D. Professional Development and Support for School Staff

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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ESL teachers and the network ESL liaison are developing formidable vocabulary instructional activities for all content areas. This is our starting point in developing consistent language objectives for all content areas to support ELLs. As we progress in this endeavor, we'll incorporate other literacy strategies. ESL teachers are also working with the English Department to develop a continuum of skills/strategies for ESL students at the Intermediate, Advanced, or Proficient (reading/writing) Levels that will move from Self-Contained classes to mainstream English level classes. The development of a consistent vocabulary and language objective for each content area (within each unit) will help 9th graders acquire vocabulary for content, as well, as Regents examinations. DY Prep conducts four school wide interim assessments per year. These Interim Assessments happen twice in the fall and twice in the spring. Interim Assessments last for two days (Math and Social Studies one day- 2 periods each, and Science and English on the following day-2 periods each assessment.) Interim assessments are designed to assess previous learning objectives, but are designed in Regents based format. In this way, students have exposure and experience sitting for long term examinations with Regents based design questions.

This year we are also focusing on developing discussion techniques through accountable talk. This is one of our school goals. In addition, we are also focusing on getting students to work more independently to talk or solve problems on their own. This is also another one of our school goals as per feedback from our previous SQR. In our previous SQR, we received feedback that our school does partner and group work well, and that we should focus on developing students' abilities to work more independently.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Last year we have had one professional development regarding vocabulary instruction in the content areas, specifically, science. The plan included teaching scenarios with a grading scale on whether the teacher effectively implemented vocabulary instruction in the lesson. How could it have been improved? Furthermore, the certified ESL teacher presented work done in collaboration with a content area teacher on how vocabulary instruction is delivered within the content area (science) and it is reintroduced throughout teaching of the content to solidify the concepts/content specific vocabulary. Different semantic webs were prepared for staff, including graphic organizers for introducing recurring concepts within the content, including graphic organizers to introduce content specific vocabulary. Our network support person for ESL instruction provided staff members with links for further activities regarding vocabulary instruction for ELLs and non-ELLs alike.

Professional Development is on a continuum continuing into the 2011-2012 Academic Year. This year the focus is developing language objectives and strategies for team teaching in within the history content.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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Professional development plans for all ELL personnel is designed by the ESL teachers, administration and our network support person. Last year we had one professional development regarding vocabulary instruction in the content areas. The plan included teaching scenarios with a grading scale on whether the teacher effectively implemented vocabulary instruction in the lesson. How could it have been improved? Furthermore, the certified ESL teacher presented work done in collaboration with a content area teacher on how vocabulary instruction is delivered within the content area (science) and it is reintroduced throughout teaching of the content to solidify the concepts/content specific vocabulary. Different semantic webs were prepared for staff, including graphic organizers for introducing recurring concepts within the content, including graphic organizers to introduce content specific vocabulary. Our network support person for ESL instruction provided staff members with links for further activities regarding vocabulary instruction for ELLs and non-ELLs alike.

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4. How do your parental involvement activities address the needs of the parents?

1. Describe parent involvement in your school, including parents of ELLs.

Parent involvement is something that we are always trying to improve at DY Prep. Last year was particularly challenging because we no longer had a Parent Coordinator. In light of this fact, many staff members and teacher teams joined in efforts to promote parent participation in events that inform parents of their child's academic progress, behavior (positive or negative), informational sessions, PTA meetings and school socials. This year, as we did last year, DY Prep held a school wide Curriculum session for parents. This information session was led by the Principal and the Assistant Principal where they shared DY Prep's mission and vision, school goals and the departments imparted the content to be unpacked within their classes. After this information was disseminated, parents went to smaller rooms where department members then dispersed curricular information. Parents of new ELLs were scheduled to visit the ESL break out room where the ESL Teacher held an orientation session and communicated to parents the state law regarding ESL instruction. Parents were also informed of the three language program options provided within the NYC Public Schools, that is, Transitional Bilingual (TBE), Dual Language (DL) and ESL. This Curriculum Night session was held in addition to the ESL Parent Orientation at the beginning of the year. Details regarding the structure of these programs were discussed, including the options available to them. Parents were informed that DY Prep is committed to opening up a Bilingual Program when we have 20 students in contiguous grades that speak the same home language and the request of this program through the Parent Selection form. Further details regarding language programs were also provided by the Parent Orientation video. Instructional information regarding our arts integration program and Regents examinations was also discussed.

In our Student Intervention Teams (SIT), members call parents of ELLs (and non ELLs alike) informing parents of their child's current academic standing. In the 12th grade SIT, we looked at 12th grade ELLs who were very close to achieving Advanced Regents diplomas and we decided to take a team meeting time to call these parents and inform them that if their child were to take X Regents exam they'd qualify for Advanced Regents Diploma, which would positively influence the child's college application process, as well as, alleviate monetary expense in their freshman year of college for remedial type classes which would not count for college credit.

Parents of ELLs will be invited to a Financial Aid workshop designed exclusively for the needs of ELLs. Questions regarding citizenship status, financial aid, grants, scholarships, deadline dates are discussed during this session to assure that information is transparent for all parents and their children.

During our Parent/Teacher conferences the ESL teacher, and members of Student Intervention Teams, call parents to remind them of upcoming conferences and how important it is for them to attend because it impacts their child's performance in school.

For the second semester of 2011, the ESL Teacher developed a newsletter for ELL parents to be sent home with students or via mail so that ELL Parents are informed of important dates, events, and practices they can implement at home to support their child's learning.

Letters home regarding all school related events and dates are sent in English and the parents home language. In addition, we have a new Cultural Activities Coordinator who works with our CBO to update our school website. Parents with computer access can log in for information on important dates and activities within the school.

Furthermore, parents are guided through the process of using Skedula or Datacation to view student progress in all their classes.

1. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our Community Based Organization, The DreamYard Organization, has offered funds to provide DY Prep with computers to start up a listening lab for ELL students. Another way our Community Based Organization has worked with students is through a grant to have a full time college advisor from New Settlement Organization to work with seniors and the college application process. Although these are not direct services for parents, it is development toward involving our CBO with the all facets of our student population and the parent constituent.

1. How do you evaluate the needs of the parents?

Parent needs are evaluated through analysis of our Parent Survey. Parent needs are also assessed through their representation on the School Leadership Team (SLT). In addition, conversations during our Parent/Teacher conferences help us to understand particular parent and/or student situations. Parents are encouraged to call school and contact the ESL Teacher or the Pupil Accounting Secretary, the

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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Targeted intervention for ELA for Beginners (SIFE or Long-Term) include building words from word families, implementing graphic organizers to understand vocabulary (Frayer Model, VVWA graphic organizers) and build schema before reading, using materials

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Targeted intervention for ELA for Beginners (SIFE or Long-Term) include building words from word families, implementing graphic organizers to understand vocabulary (Frayer Model, VVWA graphic organizers) and build schema before reading, using materials such as the Milestones Reading Program (purchased last year) to build reading comprehension strategies, and listening activities from ello

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

THE FOLLOWING INFORMATION IS PART OF OUR ELL PROGRAM. THIS IS ALSO PART OF OUR TITLE III IMMIGRANT FUNDS PROGRAM

Part B: Direct instruction Supplemental Program Information:

Describe the direct instructional program here and include the:

Rationale:

New York City Public Schools have experienced a sharp increase in the number of English Language Learners (ELLs) within the student population. For secondary schools, there has been a sharp increase in the number of matriculated ELLs in the ninth grade student population, with another slight increase in the number of ELLs in the eleventh grade student population. The DreamYard Preparatory school is a school that has experienced this phenomenon. As instructional practice shifts to reflect the integration of the Common Core standards, schools must buttress and bridge instructional practice for specialized populations, such as English Language Learners, in order for these populations to be able to achieve and perform competitively. As such, supplemental supports that focus on the development of literacy skills such as essay writing and reading increasingly challenging texts in preparation for college, are pivotal for the educational success and graduation of our student population as a whole, and even more so for our ELL population. In light of the current trends and higher demands, it is proposed that ELL students receive additional support in the content areas, specifically history, as it is a rich content area that culminates in a Regent Exam(s), and educational software that differentiates for all level readers to reinforce learning and improve comprehension.

Subgroups and Grade Levels of Students to be Served

Subgroups of students to be served are ELLs who are also Students with Interrupted Formal Education (SIFE), and/or ELLs who have Individualized Educational Plans (IEPs). Other ELLs to be served are ELLs who matriculated in the eleventh grade and have a shorter amount of time to meet criteria for graduation, Beginner-Low Intermediate Level ELLs who have exhibited unusual difficulty in the Global History and Integrated Algebra. ELLs in these subgroups span grades 9-12th grades.

Schedule and Duration

The proposed schedule for supplemental support in Integrated Algebra is 1x/weekly for 60 minutes of co-planning, and 2x/weekly after school for 90 minutes of instruction. All sessions meet after school. One after school session will be a co-planning session between a certified ESL teacher, a certified Special Education teacher and a licensed Integrated Algebra teacher to design units/lessons that will zoom in on specific skills and strategies that target challenges as evidenced by student feedback on interim assessments, class quizzes, classwork, etc., to deliver effective instruction. Language of instruction is English with some Native Language Support. Materials used: PowerPoints, manipulatives, textbooks with glossaries, laptops (when applicable). To start at the onset of the 3rd Marking Period, 1st Semester (December 2011) and end last week of May 2012.

The proposed schedule for supplemental support in Global History is 1x/weekly for 60 minutes of co-planning, and 2x/weekly each 90 minutes of instruction. All sessions meet after school. One after school session will be a co-planning session between certified ESL teacher and licensed Global History teacher to design units/lessons that will zoom in on specific skills and strategies, such as thematic essay writing, that target challenges as evidenced by student feedback on interim assessments, class quizzes, classwork, etc., to deliver effective instruction. Language of instruction is English with 25% - 50% Native Language Support. Materials to be used: translated PowerPoints, varying level texts, subject specific glossaries, dictionaries, laptops for research and writing. To start at the onset of the 3rd Marking Period, 1st Semester (December 2011) and end last week of May 2012.

The proposed schedule for Achieve300/Empower3000 is 2x/weekly after school for 90 minutes. To be run by the ESL Department. Units in Achieve3000 tap into different topic areas, implement a Five-Step Literacy Routine designed to facilitate comprehension strategies, unit reviews, pre- and post assessments to track student progress and a parental component that leverages their support. Language of instruction will depend on student language proficiency level and student profile (SIFE, IEP). Achieve3000 offers texts in English and Spanish. Materials to be used laptops and Achieve3000 educational software. To start at the onset of the 2nd Semester

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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In addition, last year ESL teachers and the network ESL liaison developed formidable vocabulary instructional activities for history content. This is our starting point in developing consistent language objectives for all content areas to support ELLs. As we progress in this endeavor, we'll incorporate other literacy strategies. First year teachers in Math have meet with ESL Teacher to support content access for ELLs. This year we will in collaboration with the history department to unpack vocabulary or language objective strategies used by content area teachers and their team teacher.

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This year we are also focusing on developing discussion techniques through accountable talk. This is one of our school goals. In addition, we are also focusing on getting students to work more independently to talk or solve problems on their own. This is also another one of our school goals as per feedback from our previous SQR. In our previous SQR, we received feedback that our school does partner and group work well, and that we should focus on developing students' abilities to work more independently.

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Professional Development is on a continuum continuing into the 2011-2012 Academic Year. This year the focus is developing language objectives and strategies for team teaching in within the history content.

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1. Describe parent involvement in your school, including parents of ELLs.
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4. How do your parental involvement activities address the needs of the parents?

1. Describe parent involvement in your school, including parents of ELLs.

Parent involvement is something that we are always trying to improve at DY Prep. Last year was particularly challenging because we no longer had a Parent Coordinator. In light of this fact, many staff members and teacher teams joined in efforts to promote parent participation in events that inform parents of their child's academic progress, behavior (positive or negative), informational sessions, PTA meetings and school socials. This year, as we did last year, DY Prep held a school wide Curriculum session for parents. This information session was led by the Principal and the Assistant Principal where they shared DY Prep's mission and vision, school goals and the departments imparted the content to be unpacked within their classes. After this information was disseminated, parents went to smaller rooms where department members then dispersed curricular information. Parents of new ELLs were scheduled to visit the ESL break out room where the ESL Teacher held an orientation session and communicated to parents the state law regarding ESL instruction. Parents were also informed of the three language program options provided within the NYC Public Schools, that is, Transitional Bilingual (TBE), Dual Language (DL) and ESL. This Curriculum Night session was held in addition to the ESL Parent Orientation at the beginning of the year. Details regarding the structure of these programs were discussed, including the options available to them. Parents were informed that DY Prep is committed to opening up a Bilingual Program when we have 20 students in contiguous grades that speak the same home language and the request of this program through the Parent Selection form. Further details regarding language programs were also provided by the Parent Orientation video. Instructional information regarding our arts integration program and Regents examinations was also discussed.

In our Student Intervention Teams (SIT), members call parents of ELLs (and non ELLs alike) informing parents of their child's current academic standing. In the 12th grade SIT, we looked at 12th grade ELLs who were very close to achieving Advanced Regents diplomas and we decided to take a team meeting time to call these parents and inform them that if their child were to take X Regents exam they'd qualify for Advanced Regents Diploma, which would positively influence the child's college application process, as well as, alleviate monetary expense in their freshman year of college for remedial type classes which would not count for college credit.

Parents of ELLs will be invited to a Financial Aid workshop designed exclusively for the needs of ELLs. Questions regarding citizenship status, financial aid, grants, scholarships, deadline dates are discussed during this session to assure that information is transparent for all parents and their children.

During our Parent/Teacher conferences the ESL teacher, and members of Student Intervention Teams, call parents to remind them of upcoming conferences and how important it is for them to attend because it impacts their child's performance in school.

For the second semester of 2011, the ESL Teacher developed a newsletter for ELL parents to be sent home with students or via mail so that ELL Parents are informed of important dates, events, and practices they can implement at home to support their child's learning.

Letters home regarding all school related events and dates are sent in English and the parents home language. In addition, we have a new Cultural Activities Coordinator who works with our CBO to update our school website. Parents with computer access can log in for information on important dates and activities within the school.

Furthermore, parents are guided through the process of using Skedula or Datacaton to view student progress in all their classes.

1. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our Community Based Organization, The DreamYard Organization, has offered funds to provide DY Prep with computers to start up a listening lab for ELL students. Another way our Community Based Organization has worked with students is through a grant to have a full time college advisor from New Settlement Organization to work with seniors and the college application process. Although these are not direct services for parents, it is development toward involving our CBO with the all facets of our student population and the parent constituent.

1. How do you evaluate the needs of the parents?

Parent needs are evaluated through analysis of our Parent Survey. Parent needs are also assessed through their representation on the School Leadership Team (SLT). In addition, conversations during our Parent/Teacher conferences help us to understand particular parent and/or student situations. Parents are encouraged to call school and contact the ESL Teacher or the Pupil Accounting Secretary, the

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | | | | 8 | 8 | 5 | 0 | 21 |
| Intermediate(I) | | | | | | | | | | 7 | 12 | 5 | 9 | 33 |
| Advanced (A) | | | | | | | | | | 9 | 6 | 7 | 1 | 23 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 26 | 17 | 10 | 77 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | | | | 5 | 3 | 0 | 0 |
| | I | | | | | | | | | | 2 | 9 | 3 | 5 |
| | A | | | | | | | | | | 2 | 6 | 2 | 2 |
| | P | | | | | | | | | | 11 | 8 | 5 | 3 |
| READING/ WRITING | B | | | | | | | | | | 7 | 7 | 1 | 0 |
| | I | | | | | | | | | | 5 | 11 | 4 | 7 |
| | A | | | | | | | | | | 9 | 6 | 4 | 2 |
| | P | | | | | | | | | | 0 | 0 | 0 | 0 |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |

| NYS Math | | | | | | | | | |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 32 | | 15 | |
| Integrated Algebra | 47 | | 14 | |
| Geometry | 0 | | 0 | |
| Algebra 2/Trigonometry | 0 | | 0 | |
| Math | 0 | | 0 | |
| Biology | 4 | | 0 | |
| Chemistry | 0 | | 0 | |
| Earth Science | 0 | | 0 | |
| Living Environment | 31 | | 18 | |
| Physics | 0 | | 0 | |
| Global History and Geography | 32 | | 9 | |
| US History and Government | 28 | | 3 | |
| Foreign Language | 17 | | 17 | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns revealed on the LAB-R and the NYSESLAT is that Long Term ELLs have reached Proficiency on the Listening/Speaking Modalities, but have not made similar gains on the Reading/Writing modalities. However, our incoming population has demonstrated the opposite, that is, stronger Reading/Writing modality (as per the LAB-r). This may be attributed to the fact that we have a handful of 11th grade ELLs that are newcomers. Since they are older, they have reached a higher level of literacy in their native language and are able to transfer L1 skills to L2. Positively, our greater number of ELLs are 9th and 10th graders which indicates that ELLs who have stayed at DY Prep have tested out of NYSESLAT and have developed literacy skills that enable them to perform in mainstream classes without ESL or native language support.

1. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

NYSESLAT modalities will affect instructional decisions because if students are deficient in a set of modalities than there will be targeted intervention to help students improve in these areas. Since we are now working with Common Core Standards and ELLs have to take the ELA Regents (in the 11th grade) reading comprehension and writing development is a definite focus. We're developing a plan for all content areas to include language objectives to support ELLs in their classrooms. Moreover, focus in Self-Contained classes will implement oral presentations with student evaluations (rubric guided) if their Listening/Speaking modalities show that improvement is needed to participate in classroom discussions and school activities.

1. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Patterns across proficiencies and grades seem to be logical. In other words, our newcomer ELLs and the bulge of our ELLs seem to be coming in the 9th and 11th grades, as result we'll have a Beginner Levels in 9th and 11th grades with. Overall, as the ELLs move up in grades they have been acquiring English and developing literacy skills which have placed them in mainstream English classes, or have gained them Proficiency in Listening/Speaking. This means our instruction has to focus on developing higher level literacy skills which would encompass applying skills and strategies in all content areas and synthesizing new information. This seems to be the pattern for the older ELLs, the newer ELLs as they have less time in the country, have to develop proficiency in Listening/Speaking, however, this must be done in concert with Reading/Writing so that this lopsided trend (Proficient: Listening/Speaking/ Lower Level: Reading/Writing) is

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

THE FOLLOWING INFORMATION IS PART OF OUR ELL PROGRAM. THIS IS ALSO PART OF OUR TITLE III IMMIGRANT FUNDS PROGRAM

Part B: Direct instruction Supplemental Program Information:

Describe the direct instructional program here and include the:

Rationale:

New York City Public Schools have experienced a sharp increase in the number of English Language Learners (ELLs) within the student population. For secondary schools, there has been a sharp increase in the number of matriculated ELLs in the ninth grade student population, with another slight increase in the number of ELLs in the eleventh grade student population. The DreamYard Preparatory school is a school that has experienced this phenomenon. As instructional practice shifts to reflect the integration of the Common Core standards, schools must buttress and bridge instructional practice for specialized populations, such as English Language Learners, in order for these populations to be able to achieve and perform competitively. As such, supplemental supports that focus on the development of literacy skills such as essay writing and reading increasingly challenging texts in preparation for college, are pivotal for the educational success and graduation of our student population as a whole, and even more so for our ELL population. In light of the current trends and higher demands, it is proposed that ELL students receive additional support in the content areas, specifically history, as it is a rich content area that culminates in a Regent Exam(s), and educational software that differentiates for all level readers to reinforce learning and improve comprehension.

Subgroups and Grade Levels of Students to be Served

Subgroups of students to be served are ELLs who are also Students with Interrupted Formal Education (SIFE), and/or ELLs who have Individualized Educational Plans (IEPs). Other ELLs to be served are ELLs who matriculated in the eleventh grade and have a shorter amount of time to meet criteria for graduation, Beginner-Low Intermediate Level ELLs who have exhibited unusual difficulty in the Global History and Integrated Algebra. ELLs in these subgroups span grades 9-12th grades.

Schedule and Duration

The proposed schedule for supplemental support in Integrated Algebra is 1x/weekly for 60 minutes of co-planning, and 2x/weekly after school for 90 minutes of instruction. All sessions meet after school. One after school session will be a co-planning session between a certified ESL teacher, a certified Special Education teacher and a licensed Integrated Algebra teacher to design units/lessons that will zoom in on specific skills and strategies that target challenges as evidenced by student feedback on interim assessments, class quizzes, classwork, etc., to deliver effective instruction. Language of instruction is English with some Native Language Support. Materials used: PowerPoints, manipulatives, textbooks with glossaries, laptops (when applicable). To start at the onset of the 3rd Marking Period, 1st Semester (December 2011) and end last week of May 2012.

The proposed schedule for supplemental support in Global History is 1x/weekly for 60 minutes of co-planning, and 2x/weekly each 90 minutes of instruction. All sessions meet after school. One after school session will be a co-planning session between certified ESL teacher and licensed Global History teacher to design units/lessons that will zoom in on specific skills and strategies, such as thematic essay writing, that target challenges as evidenced by student feedback on interim assessments, class quizzes, classwork, etc., to deliver effective instruction. Language of instruction is English with 25% - 50% Native Language Support. Materials to be used: translated PowerPoints, varying level texts, subject specific glossaries, dictionaries, laptops for research and writing. To start at the onset of the 3rd Marking Period, 1st Semester (December 2011) and end last week of May 2012.

The proposed schedule for Achieve300/Empower3000 is 2x/weekly after school for 90 minutes. To be run by the ESL Department. Units in Achieve3000 tap into different topic areas, implement a Five-Step Literacy Routine designed to facilitate comprehension strategies, unit reviews, pre- and post assessments to track student progress and a parental component that leverages their support. Language of instruction will depend on student language proficiency level and student profile (SIFE, IEP). Achieve3000 offers texts in English and Spanish. Materials to be used laptops and Achieve3000 educational software. To start at the onset of the 2nd Semester

Part VI: LAP Assurances

| School Name: _____ | | School DBN: _____ | |
|---|----------------------|-------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x329 **School Name:** The DreamYard Preparatory School

Cluster: _____ **Network:** 411

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Data and methodologies used to assess our school's written translation and oral interpretation needs are the Home Language Report and the Place of Birth Report to determine native language/ language spoken at home. We also use our school's current ELL Roster to determine ELL status. Combined, these reports give us: the number of students requiring translated materials (ELL or nonELL), and in what language we should provide the materials or translation (meetings). We use LIS as a translation service resource when they are required at group parent meetings and during parent teacher conferences (French). We also use resources from the NYC DOE website under the Office of English Language Learners.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our school's written translation needs are assessed by the language level proficiency of a student in congruence with time in the United States. Teachers in the ESL Department offer translation services for in class work if they co-teach a class. Teachers in the ESL Department also offer their services to review instructional materials in a child's native language (Spanish) for their colleagues. Our college advisor, in conjunction with the New Settlement Organization offers written college information in Spanish and has bilingual speakers to answer parent/student questions on the college admission process. We also inform the staff of available translation service in Spanish during parent teacher conferences through school-wide email. We hire a Haitian-Creole and/or French speaking translator from LIS during these conferences as well. In addition, we received a packet from the Office of English Language Learners that has contact information for different staff personnel and parents which we have posted in the main office. The community at large is informed through our Language Allocation Policy.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services school provides are: permission slips, information regarding deadlines, any pertinent policy information regarding students, invitations to events such as curriculum night, suspension hearings, workshops, and all ELL information (Parent Orientation, HLIS, Parent Selection Form, Brochures with more resources and links), ELL Newsletters, etc. Administration informs the appropriate staff of any home communication required no less than 2 weeks in advance. When an event or home communication is required it is placed on the school calendar which everyone has access to, the Pupil Accounting Secretary will provide short, home communications in Spanish or teachers in the Spanish or ESL Department. The Pupil Accounting Secretary also sends auto calls in the student's home language as reminders to events/meetings.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation needs for Spanish speaking parents are provided by the ESL Department and the Spanish Department. Spanish oral interpretation needs are all met by in-house staff. Oral interpretation needs for parents who speak Haitian-Creole or French are provided by translators from Legal Interpretation Services or LIS.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Combining all resources, from in-house Spanish speaking staff, the NYC DOE T & I unit and resources such as Legal Interpretion Services, including links and resources found on the Office of English Language Learners section of the NYC DOE website, our community is able to pool translation and interpretation from a number of places.

Title III Sub-grant Immigrant Funds Supplemental Program for Immigrant Students

Directions: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services directly attributable to the aforementioned school districts, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services that are designed to assist immigrant students to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|---------------------------------------|
| Name of School: The DreamYard Preparatory School | DBN: <u>09x329</u> |
| Cluster Leader: | Network Leader: <u>Michael Alcoff</u> |
| This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: |
| Total # of immigrant students (including ELLs) to be served: <u>40</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

●6 ●7 ●8 ❄9 ❄10 ❄11 ❄12

Total # of teachers in this program: 3

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: **Part B: Direct instruction Supplemental Program Information:**

Describe the direct instructional program here and include the:

Rationale:

New York City Public Schools have experienced a sharp increase in the number of English Language Learners (ELLs) within the student population. For secondary schools, there has been a sharp increase in the number of matriculated ELLs in the ninth grade student population, with another slight increase in the number of ELLs in the eleventh grade student population. The DreamYard Preparatory school is a school that has experienced this phenomenon. As instructional practice shifts to reflect the integration of the Common Core standards, schools must buttress and bridge instructional practice for specialized populations, such as English Language Learners, in order for these populations to be able to achieve and perform competitively. As such, supplemental supports that focus on the development of literacy skills such as essay writing and reading increasingly challenging texts in preparation for college, are pivotal for the educational success and graduation of our student population as a whole, and even more so for our ELL population. In light of the current trends and higher demands, it is proposed that ELL students receive additional support in the content areas, specifically history, as it is a rich content area that culminates in a Regent Exam(s), and educational software that differentiates for all level readers to reinforce learning and improve comprehension.

Subgroups and Grade Levels of Students to be Served

Subgroups of students to be served are ELLs who are also Students with Interrupted Formal Education (SIFE), and/or ELLs who have Individualized Educational Plans (IEPs). Other ELLs to be served are ELLs who matriculated in the eleventh grade and have a shorter amount of time to meet criteria for graduation, Beginner-Low Intermediate Level ELLs who have exhibited unusual difficulty in the Global History and Integrated Algebra. ELLs in these subgroups span grades 9-12th grades.

Schedule and Duration

The proposed schedule for supplemental support in Integrated Algebra is 1x/weekly for 60 minutes of co-planning, and 2x/weekly after school for 90 minutes of instruction. All sessions meet after school. One after school session will be a co-planning session between a certified ESL teacher, a certified Special Education teacher and a licensed Integrated Algebra teacher to design units/lessons that will zoom in on specific skills and strategies that target challenges as

Part B: Direct Instruction Supplemental Program Information

evidenced by student feedback on interim assessments, class quizzes, classwork, etc. to deliver effective instruction. Language of instruction is English with some Native Language Support. Materials used: PowerPoints, manipulatives, textbooks with glossaries, laptops (when applicable). To start at the onset of the 3rd Marking Period, 1st Semester (December 2011) and end last week of May 2012.

The proposed schedule for supplemental support in Global History is 1x/weekly for 60 minutes of co- planning, and 2x/weekly each 90 minutes of instruction. All sessions meet after school. One after school session will be a co-planning session between certified ESL teacher and licensed Global History teacher to design units/lessons that will zoom in on specific skills and strategies, such as thematic essay writing, that target challenges as evidenced by student feedback on interim assessments, class quizzes, class work, etc., to deliver effective instruction. Language of instruction is English with 25% - 50% Native Language Support. Materials to be used: translated PowerPoints, varying level texts, subject specific glossaries, dictionaries, laptops for research and writing. To start at the onset of the 3rd Marking Period, 1st Semester (December 2011) and end last week of May 2012.

The proposed schedule for Achieve300/Empower3000 is 2x/weekly after school for 90 minutes. To be run by the ESL Department. Units in Achieve3000 tap into different topic areas, implement a Five-Step Literacy Routine designed to facilitate comprehension strategies, unit reviews, pre- and post assessments to track student progress and a parental component that leverages their support. Language of instruction will depend on student language proficiency level and student profile (SIFE, IEP). Achieve3000 offers texts in English and Spanish. Materials to be used laptops and Achieve3000 educational software. To start at the onset of the 2nd Semester (February 2012) until the second week of June. Program to be continued throughout the 2012-2013 Academic Year.

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: **Part C: Professional Development**

Describe the school's professional development program for Title III funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Rationale

ELL students of history (Global & American) face the challenge of learning substantial amount of content while also having to acquire the English language and high level literacy skills

Part C: Professional Development

in all modalities: Reading, Speaking, Listening, Writing. ELLs must gain credit and successfully acquire content in Global History which spans two year's time. Global History 1 & 2, and Global History 3 & 4. ELL students in US History are also held to the same rigorous expectations. The courses culminate in a Regent Examination(s). This year we have two team taught classes in history: a Global History 1 (ELL cohort) class is team taught by the Spanish teacher (soon to be certified in ESL) and the licensed History teacher, and a US History class (ELL cohort) team taught by a certified ESL Teacher and a licensed history teacher. On account of these partnerships, the ESL Department proposes biweekly professional development sessions for both team taught history classes. ESL teachers will focus on skills and strategies to bring to the content area for optimal content access.

Teachers to Receive Training

Teachers to receive training: a first year certified ESL Teacher, a licensed Spanish Teacher, a certified ESL Teacher with an open door policy for all content area teachers. Teachers can then turnkey in their respective partner's department meeting (i.e. History Department).

Schedule and Duration

Teachers to meet biweekly for 60 minutes to start at the onset of the 4th Marking Period, 1st Semester to last until the last week in May.

Topics To Be Covered

Team-Teaching Structures, Vocabulary Development, Thematic Essays, DBQ, Reading Comprehension Strategies. Organized by ESL Department: Ms. Johanna Marte and CFN ESL Liaison: Pablo Schelino.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: **Part D: Parental Engagement**

Describe the parent engagement activities targeted toward the parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students.

Rationale

Many of our parents can become overwhelmed and confused regarding the college application process. ELL parents are doubly as they are unaware of the types of programs for which their child may be eligible. The college application process is a daunting task that requires a substantial amount of literature regarding financial aid, differences between CUNY institutions

Part D: Parental Engagement Activities

vs. SUNY institutions vs. private institutions, requirements for admission, citizenship status, and available grants and government loans. In order to ease the process of applying for colleges and also develop a mind-set where the expectation is that their child(ren), regardless of origin, date of entry into country, financial background, and home language are expected to continue their academic studies at a higher institution.

Last year the ESL Department launched an ESL Newsletters created for ELLs and their parents. The Newsletter started with information regarding language program options, curriculum information and a section with resources and links for parents and teachers. In order to continue this newsletter, we need to cover printing and mailing costs.

The Achieve3000 educational software also has a parental component. We will invite parents to information session and how they can support their child(ren)'s learning at home before the implementation of the program.

Schedule and Duration

College Application Process/Financial Aid Workshop:

One two hour early evening session. Food will be provided. The ESL Department and the Ms. Jacqueline DeGuia the college advisor.

ESL Newsletters:

One monthly newsletter starting onset of 4th Marking Period, 1st Semester.

Achieve3000 educational software:

One 90 minute early evening information session. Food will be provided. The ESL Department and Administration.

Topics To Be Covered

College Application Workshop:

Financial Aid Application, Loans, Deadlines, Differences in Higher Learning Institutions, Citizenship Status, ELL status at the university level, Requirements for Graduation

Newsletters

Curriculum Information, Instructional Strategies, Literature on how parents can support ELL Learning, Resources & Links, Highlight ELL accomplishments and achievements

Achieve3000

Information on the educational software and its purposes. How they configure into the parental component of the literacy program.

Name of Providers

College Application Workshop:

The ESL Department and Ms. Jacqueline DeGuia, school college advisor

Newsletters

Part D: Parental Engagement Activities

ESL Department and any contributing members: pedagogues, staff community

Achieve3000

ESL Department and School Administrators

How Parents Will Be Notified of These Activities:

Parents will be notified of these activities by mail: English letter and letter in Home Language, calls made by ESL Department and auto call the preceding day.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III Immigrant funds budget matches your Title III Immigrant funds Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem | | |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III Immigrant funds budget matches your Title III Immigrant funds Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| TOTAL | | |